



Facilitation Report

School: Waiau Pa School

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Worked with:

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Outcomes:

- I spent the day working with the different groups on how to integrate e-learning tools into their science based planning for the term. We looked at either bridges or marble runs, depending on the age level. We wanted to suggested tools to enable students to demonstrate their understanding of the scientific processes and not to be inhibited by their ability to write or recall their thoughts. With the first group I suggested that rather than aiming towards learning intentions derived from the curriculum statements, that we should use a "big question" which the students would be asked and from which the other learning intentions could be extracted. We cam up with "What are the criterion for a successful bridge?" We then looked at some suplimentary questions that could be put into a rubric to help students guide themselves through the research process. I suggested that the following tools be used in the initial stages of the inquiry process: <http://wallwisher.com> and <http://edu.glogster.com> I also suggested that the following tool would be a good tool for students to look at and experiment with <http://bridgecontest.usma.edu/> which is a competiton tool developed by West Point Military Academy in the US.
- I also showed those that are going to be doing work with marble runs the following video to help students focus on their own design <http://youtu.be/IDNojkIQsaI> we also looked at <http://youtu.be/bcu8ZdJ2dQo> whilst not really a 'marble run' the controls on <http://linerider.com> have acceleration, deceleration controls which tie in with the friction issues associated with marble run designing. I

suggested that students keep a running record of their work. The work should have certain criterion in which can be formed into an assessment rubric which the students can create a video indicating where they have been successful etc and reviewing their work and setting targets. I showed Bevan how students can annotate videos in <http://youtube.com> to pinpoint where exactly their evidence for key criterion are. I also suggested that tools such as <http://jingproject.com> be used as a tool for students to gather and collate their evidence. In addition we looked at games such as <http://www.funnygames.co.uk/mass-attack.htm> <http://www.funnygames.co.uk/balance-balls.htm> <http://www.agame.com/game/balancer.html> and others like these could be used to help students demonstrate their understanding of forces in balance or whether they are unbalanced and what strategies could be used to balance them. This information would be captured using the games in combination with <http://jingproject.com> Digital cameras or flip video cameras should be used at every stage of the design, construction, evaluation and review process for these projects in order that students can capture their thoughts easily and have a photographic record of their process which with respect to images can be collated and voiced over in tools such as Photostory3.

Forward action:

- Some of these programmes will need to be installed on the student computers. Either permissions need to be given to teachers to install programmes on curriculum computers or your technician needs to do this ASAP himself.
- Please ensure that IE 6 is removed from all curriculum computers, increasingly this tool is unsupported on the Internet and by having it on your computers it will make integrating some of the above online tools impossible or frustrating for teachers. <http://linerider.com> and <http://wikispaces.com> do not support IE6 anymore (nor does Windows!) Either switch to Firefox or upgrade to IE8 (IE9 is on its way soon too!)